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ABSTRACT

Evaluation was made of an inservice training session at Jackson State Community College, Tennessee, for adult basic education teachers and supervisors in West Tennessee. Data were obtained from the 102 participants through the use of a questionnaire and the Kropp-Verner Attitude Scale. The null hypothesis was developed that there was no association between the value of the inservice training and the sex, age, length of experience in adult education, formal educational level, and position held in adult education of the participants. Data were analyzed by using the chi-square test of association; the .05 level was accepted as the level of confidence necessary. The null hypotheses was not rejected: in general, those participants who rated the training the highest were: males, less than 35 years of age, employed in adult education for more than two years, recipients of a master's degree, and employed as supervisors. There were no significant differences found in any of the variables examined; thus, the training appeared to be well received by the participants. (Extensive appendixes include the program, the evaluation instruments, statements from the participants, and a listing of faculty and participants.) (EB)

ED 044649

EVALUATION OF ADULT BASIC EDUCATION WORKSHOP IN WEST TENNESSEE, DECEMBER 14, 1968

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Memphis State University
Memphis, Tennessee

January 1969

BUREAU OF EDUCATIONAL RESEARCH AND SERVICES
COLLEGE OF EDUCATION
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38111

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Thanks is also due Mr. Robert Tvedt, Assistant Director, Memphis State University Computer Center, and his associates for assistance in analyzing the data.

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CHAPTER I

INTRODUCTION

Background

Adult basic education in West Tennessee is largely a part-time occupation. The major portion of its personnel are public school teachers and principals who have a full-time position in the public school system and participate in the adult education programs in their spare time. Many of these have had very little or no introduction into the differences that exist between adult and childhood learning.

In an effort to narrow this gap, an in-service training workshop was held for all adult basic education teachers and supervisors in West Tennessee, excluding Shelby County, at Jackson State Community College, Jackson, Tennessee, December 14, 1968. This was jointly sponsored by the Adult Education Departments of the Tennessee State Department of Education and Memphis State University (copy of program in Appendix A).

Purpose of Study

Short-term educational activities have been and are being planned by the Tennessee State Department of Education and Memphis State University for the purpose of upgrading the competencies of adult basic education teachers. In order to provide a sound basis for future planning, evaluation of these sessions must become a key component.

The purpose of this study was to determine the over-all effectiveness of the in-service training recently held at Jackson State

Community College. It was further concerned with determining if there were any differences between the degree of value ascribed to the workshop and certain characteristics of the participants.

Methodology

Source of Data

An announcement of the workshop was sent to all West Tennessee teachers and supervisors of adult basic education, excluding Shelby County (see Appendix B). It was decided that all of those attending would be used as a source of data instead of selecting a sample.

A total of 102 adult basic education personnel in West Tennessee participated in the workshop.

Collection of Data

Two instruments were used to collect the data in this study. The first was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] The second was a questionnaire developed by the writers which attempted to gather personal data relative to the participants and their reactions toward their present programs.

The participants were instructed to read through all of the scale items and then to check only those items that described most accurately their reactions to the total training session. They were then asked to fill out the attached questionnaire (see Appendix C).

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Vol. VII, No. 4 (Summer, 1957), pp. 212-215.

The participants were then asked to write down anything that they wished, good or bad, regarding the training session.

In addition to information gathered regarding the training session, the participants were requested to furnish information regarding the status of their present programs in their respective counties. While this was not connected with the training session per se, the results of this information are presented in Appendices I, J, and K, since it does supply information useful in future planning.

The data obtained were coded and punched on data processing cards and analyzed using the facilities of the Memphis State University Computer Center.

Description of Dependent Variable

The dependent variable used in this study was the degree of value of the workshop as rated by the participants. This was determined through the use of a scale developed by Kropp and Verner.[1] This scale consisted of twenty items arranged in rank order of value, with item number one being the best thing that could be checked about the program, item number two, the second best, and so on, with item number twenty being the least favorable response.

A median score value was determined for each of these twenty items by Kropp and Verner. This ranged from 1.13 for item number one to 10.89 for item number twenty. The closer a participant's score approximated 1.13, the higher the rating for the training session.

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[1] Ibid.

When this scale was administered to the participants, the scores ranged from 1.65 to 6.12. The most favorable score placed the value of the training at item number two and the least favorable score at item number ten. The mean score for all participants was 3.63, which placed the value of the leadership training at item number five.

As can be deduced from this and from the summary sheet of the Kropp-Verner evaluation of all participants (see Appendix D), the overall reaction to the training session was very favorable. This was also borne out by the written comments received (see Appendix E). Based on this, a decision was made to divide the Kropp-Verner scores into two groups, high and very high, with the resulting categories being as equally divided as possible. It was felt that this would provide a relative measure of the degree of expressed value of the training suitable for the purpose of comparative analysis in this study. This resulted in the following groupings:

1. High: Those participants scoring 3.56 or more. This comprised 47 participants.

2. Very High: Those participants scoring less than 3.56. This comprised 46 participants.[1]

Statistical Technique

Statistical association between variables was examined by means of the chi-square test of significance. This is a standard test used to determine whether empirically obtained cell frequencies differ

---

[1]The total responses equaled 93 instead of 102 as nine participants did not complete the evaluation sheets.

significantly from the theoretical cell frequencies that one should expect to obtain, given any set of row and column variables.[1]

It was decided to accept the .05 level as the criterion level that any test of significance must meet before the null hypotheses would be rejected. This is, in any chi-square test, the difference between the observed and the expected frequencies must not have a probability of occurring purely by chance more than five times in one hundred or the association would be considered insignificant.

Hypothesis

The null hypothesis was developed that there is no association between the value ascribed by the participants to the in-service workshop and the following characteristics of the participants:

1. Sex.
2. Age.
3. Length of Experience in Adult Education.
4. Formal Educational Level.
5. Position Held in Adult Education.

---

[1]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p.166.

CHAPTER II

PRESENTATION OF DATA[1]

The purpose of this chapter was to test the null hypothesis that there is no association between the value ascribed to the in-service workshop training and the following characteristics of adult basic education personnel: (1) sex; (2) age; (3) length of experience in adult education; (4) level of formal education; and (5) position held in adult education.

Sex

No significant association was found between the degree of value ascribed to the in-service training and the sex of the participants as indicated by Table 1. Sixty per cent of the males were in the very high category as opposed to only 44.8 per cent of the females. However, as indicated previously, the results were not significant.

Age

As shown by Table 2, no significant association was found between the value ascribed to the in-service training and the age of the participants. There was a trend towards the value of the training

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[1]For a summary of the null hypotheses tested, including chi-square values, degrees of freedom, probability levels, and whether rejected, see Appendix F.

TABLE 1.--Degree of value ascribed to the in-service training and sex of participants

Sex[a]	High		Very High		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Male	14	40.0	21	60.0	35	100.0
Female	32	55.2	26	44.8	58	100.0

[a]Not significant

TABLE 2.--Degree of value ascribed to the in-service training and the age of the participants

Age[a]	High		Very High		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less than 35	7	33.3	14	66.7	21	100.0
35 and over	39	54.2	33	45.8	72	100.0

[a]Not significant

decreasing as the age of the participants increased. Approximately sixty-seven (67) per cent of those participants less than 35 years of age rated the value as very high, while this decreased to 45.8 per cent for those 35 years of age and older.

Length of Experience in Adult Education

Table 3 shows that there was no significant association between the value ascribed to the in-service training and the length of experience of the participants in adult education. There was a slight tendency for those participants who had been in the program 25 months or more to rate it higher than those with less experience (56.1 per cent in the very high category as opposed to approximately 46 per cent).

Level of Education

No significant association was found between the value ascribed to the in-service training and the level of education of the participants (Table 4). Approximately one-half of those with Master's and Bachelor's Degrees rated the program very high while this decreased to 44.4 per cent for those with less than a Bachelor's Degree.

Position Held in Adult Education

As indicated by Table 5, there was no significant difference in the value ascribed to the in-service training and the position held in adult education by the participants. Approximately 61 per cent of the supervisors gave it a very high rating as opposed to 48 per cent of the teachers. However, as stated previously, the results were not significant.

TABLE 3.--Degree of value ascribed to the in-service training and the length of experience of the participants in adult education

Length of Experience[a]	High		Very High		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
12 months or less	18	54.5	15	45.5	33	100.0
13-24 months	10	52.6	9	47.4	19	100.0
25 months or more	18	43.9	23	56.1	41	100.0

[a]Not significant

TABLE 4.--Degree of value ascribed to the in-service training and the level of education of the participants

Educational Level[a]	High		Very High		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Master's Degree	12	48.0	13	52.0	25	100.0
Bachelor's Degree	29	49.2	30	50.8	59	100.0
Less than a Bachelor's Degree	5	55.6	4	44.4	9	100.0

[a]Not significant

TABLE 5.--Degree of value ascribed to the in-service training and the position held in adult education by the participants

Position Held[a]	High		Very High		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Teacher	39	52.0	36	48.0	75	100.0
Supervisor	7	38.9	11	61.1	18	100.0

[a]Not significant

CHAPTER III

SUMMARY AND CONCLUSIONS

Background

The purpose of this study was to evaluate the in-service training session provided for adult basic education teachers and supervisors in West Tennessee. This training was sponsored by the Adult Education Departments of the Tennessee State Department of Education and Memphis State University.

Methodology

The data used in this study was obtained from adult basic education personnel in West Tennessee who participated in the in-service training session December 14, 1968, at Jackson State Community College.

The total population of the participants attending the session was used in this study. This consisted of 102 persons. Data were obtained through the use of an evaluation scale and a questionnaire. Data were analyzed using the facilities of the Memphis State University Computer Center.

The null hypothesis was developed that there was no association between the value of the in-service training and the following characteristics of the participants:

1. Sex.
2. Age.

3. Length of Experience in Adult Education

4. Formal Educational Level

5. Position Held in Adult Education.

The data were analyzed using the chi-square test of association. The .05 level was accepted as the level of confidence that would be necessary in order to reject the null hypothesis.

Findings

Of the five variables examined with the dependent variable, none were found to be significantly associated with the degree of value of the training session as stated by the participants. Therefore, based on the data presented in this study, the null hypothesis of no association between these variables and the value ascribed to the training session was not rejected.

In general, those participants who rated the training the highest were: (1) males; (2) less than 35 years of age; (3) employed in adult education for more than two years; (4) recipients of a Master's degree; and (5) employed as supervisors.

Conclusions

Based on the findings of this study, it seems reasonable to conclude that the in-service training session provided for adult basic education personnel was successful. There were no significant differences found in any of the variables examined; thus, the training appeared to be well received by all present.

APPENDICES

APPENDIX A

P R O G R A M

ADULT EDUCATION IN-SERVICE TRAINING SESSION
Jackson State Community College
December 14, 1968

Conducted by: Billy Glover
State Department of Education

and

Dr. Donnie Dutton
Memphis State University

- - - - -

8:00 - 8:30	Coffee
8:30 - 9:30	A. Film - "Federal Government Role in Adult Education"
	B. Comments - Mr. Charles Kerr State Department of Education
9:30 - 10:30	A. Film - "Programming Instruction"
	B. Comments - Dyer Matlock Grolier Company
10:30 - 10:45	Break
10:45 - 11:45	A. Film "Guidance and Counseling"
	B. Comments - Anita Ballard Spicer & James H. Clarke Jackson City Hardin County
11:45 - 12:15	A. Film "Human Relations in Adult Education"
	B. Comments -
12:15 - 12:30	Evaluation (Dr. Dutton)
12:30	Adjourn

M E R R Y C H R I S T M A S !

APPENDIX B

M E M O R A N D U M

TO: ALL WEST TENNESSEE TEACHERS AND SUPERVISORS OF ADULT BASIC EDUCATION

FROM: BILLY J. GLOVER, WEST TENNESSEE SUPERVISOR OF ADULT EDUCATION
and
DONNIE DUTTON, DIRECTOR OF ADULT EDUCATION, Memphis State University

SUBJECT: In-Service Training for all teachers and supervisors of Adult Basic Education

There will be an in-service training session at Jackson State Community College, December 14th, for all teachers and supervisors of Adult Basic Education. Our attention will focus mainly on four points. They are:

1. The Federal Government's role in Adult Education.

2. Guidance and Counseling in Adult Education.

3. Programmed Instruction in Adult Basic Education.

4. Human Values in Adult Education.

The workshop will last approximately four (4) hours, starting at 8:30 a.m. and ending at 12:30 p.m. Since the Christmas season will be just around the corner, the afternoon will be left open for Christmas shopping if you care to do this at this time.

P.S. Coffee will be served prior to the meeting at 8:30 at Jackson State Community College.

APPENDIX C

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the workshop.

1._____It was one of the most rewarding experiences I have ever had.

2._____Exactly what I wanted.

3._____I hope we can have another one in the near future.

4._____It provided the kind of experience that I can apply to my own situation.

5._____It helped me personally.

6._____It solved some problems for me.

7._____I think it served its purpose.

8._____It had some merits.

9._____It was fair.

10._____It was neither very good nor very poor.

11._____I was mildly disappointed.

12._____It was not exactly what I needed.

13._____It was too general.

14._____I am not taking any new ideas away.

15._____It didn't hold my interest.

16._____It was much too superficial.

17._____I leave dissatisfied.

18._____It was very poorly planned.

19._____I didn't learn a thing.

20._____It was a complete waste of time.

*Dr. R. Kropp and Dr. C. Verner, Florida State University

IF YOU WISH, ADD ANY COMMENTS ON REVERSE SIDE OF THIS PAGE.

SUPPLEMENTARY INFORMATION

SEX

_____Male
_____Female

AGE

_____Less than 35
_____35 and over

EXPERIENCE IN ADULT EDUCATION

_____Indicate length of time

FORMAL EDUCATION

_____Doctorate
_____Specialist
_____Master's
_____Bachelor's
_____Less than Bachelor's

POSITION HELD

_____Teacher
_____Supervisor

WHY ARE YOU IN ADULT EDUCATION?

_____

_____

_____

Recognizing the limitations of adequate resources, is your adult education program accomplishing what you feel it should?

_____Yes
_____No
_____Not sure

Regardless of how you answered the above question, please explain your answer:

_____

_____

_____

APPENDIX D

SUMMARY OF RESPONSES TO THE KROPP-VERNER EVALUATION SCALE*

1. 22 It was one of the most rewarding experiences I have ever had.
2. 15 Exactly what I wanted.
3. 62 I hope we can have another one in the near future.
4. 55 It provided the kind of experience that I can apply to my own situation.
5. 70 It helped me personally.
6. 48 It solved some problems for me.
7. 58 I think it served its purpose.
8. 41 It had some merits.
9. 20 It was fair.
10. 6 It was neither very good nor very poor.
11. ____ I was mildly disappointed.
12. 10 It was not exactly what I needed.
13. 7 It was too general.
14. 1 I am not taking any new ideas away.
15. 1 It didn't hold my interest.
16. ____ It was much too superficial.
17. ____ I leave dissatisfied.
18. ____ It was very poorly planned.
19. ____ I didn't learn a thing.
20. ____ It was a complete waste of time.

*Dr. R. Kropp and Dr. C. Verner, Florida State University

IF YOU WISH, ADD ANY COMMENTS ON REVERSE SIDE OF THIS PAGE.

APPENDIX E

WRITTEN COMMENTS RECEIVED FROM THE PARTICIPANTS
REGARDING POSITIVE OR NEGATIVE ASPECTS OF THE WORKSHOP

1. I feel that the meeting was well organized, and the speakers were aware of our needs. The films were specific and helpful. Some group work would be good in the future--comparisons, etc.

2. This workshop was a help to me. The films were good, especially Guidance and Counseling. I have nothing critical to say about the workshop; but in the next one, I would like to see an adult class in reading, at the first grade level, in progress. We also need to see more instructional supplies.

3. The workshop today was quite adequately planned and offered much in helping solve some of the problems encountered in my particular situation. The fellowship and hospitality was superb and greatly appreciated.

4. It ran on schedule. Thanks for that. Also, it was excellent not to waste time with introductions and unnecessary details. Please keep leaving these out. Teachers, especially adult education teachers, have little time to spare from busy schedules.

5. I would like to see the workshops done earlier in the school year.

6. The films were poorly done. Rather than filming an actual class lecture, a film lesson should have been prepared. The lectures were directed to an audience present, not to a film audience. The lectures were poorly prepared and organized. In short, a lot of money seems to have been spent to film someone "talking off the cuff."

7. This was an interesting workshop. It could have been a little more specifically administered as to individuality.

8. I think the program could use a better "selling" program at the pupil level.

9. I enjoyed everything that was said and done in this workshop. I certainly think many more should be given.

10. December 14 is too near Christmas for women to keep their minds on adult education. I enjoyed the program much better than I had anticipated at first when I saw the films listed, but the films were good and having different people lead the comments added variety. From the standpoint of numbers of people involved, this was an excellent way of having a workshop.

11. I would have enjoyed the workshop more in November or January. Christmas is such a busy time.

12. This workshop sets the pace for future development.

13. I have thoroughly enjoyed this session and especially the film on counseling. We are just really getting started in this work, and those of us who are teaching in this program need equipment and materials to meet our situation. We need materials available for the people to carry home and enjoy in their somewhat limited spare time.

14. I think money should be appropriated for transportation of adults.

15. I think some money should be provided for transportation since some of the adults complain about paying for their rides.

16. I have been helped by this meeting in that the films were interesting, and the reports were excellent.

17. It is better to come together for in-service because better programs can be accomplished with more money and more resources.

18. I am very new in the field of adult basic education, and this workshop helped me to become oriented to some of the programs presented in other counties and communities. The interaction of thoughts between other ABE teachers and myself was very rewarding.

19. There is always a tremendous need for group interaction or discussion as many questions by participants remain unanswered.

20. It was the first workshop I have attended, and I was satisfied with the program.

21. I think in the next workshop subject matter should be discussed and the methods needed to put the subject matter across.

22. I had hoped to see a display of various materials to use in adult education, especially in the area of reading and math.

23. Much progress is being made.

24. I think small group discussions would be good so that we could share our problems and solutions that are common. I feel that we all know the problems that exist and more time should be spent in solving these problems.

25. These workshops should stress heavily the need for local agencies helping to reach all.

26. A film or an adult education class in progress would be helpful.

27. Not enough materials shown.

28. This was far better than one long-winded speaker.

29. I appreciated the program being built around films which provided interesting statistical information.

30. An overall appraisal of the workshop would be informative and lively.

31. I am sure many persons profited more than I from this experience. I had so much to learn that I have only scratched the surface.

32. I appreciated the presentation on materials geared to adult interest on the fourth and fifth grade levels. I think more exposure to usable materials would be worthwhile.

33. I would like to see an in-service program held that would enlighten us on new innovations, materials, or special problems in ABE. Discuss the need for a high school program becoming incorporated in the Tennessee ABE program.

34. The program was well planned. The topics were most interesting and informative. The break was nice but not enough fruit cake. I did not get any, and I do not like coffee. I think the time was not suitable because of the Christmas rush.

35. I think in-service meetings of this kind where we can communicate with other teachers in adult education is good. I got many ideas from Mrs. Spicer and Mr. Clark. Those in attendance at the adult classes welcome information about social security, income tax, etc. So resource people in these will mean much to them.

36. Too much for the time available. A complete program could have been done on guidance, recruiting, etc.

37. I have enjoyed the in-service workshop and especially the film done on guidance. Also, the report coming from Mrs. Spicer and Mr. Clark.

38. Working as a classroom teacher in the O.E.O. and ABE program, I find it very rewarding for the adults not only to master their new job but to understand their children.

39. I enjoyed the meeting and the way things were carried on. Can be very helpful in the future.

40. In general, I enjoyed the program. It could have been presented locally to more people.

41. I hope some graduate courses in adult education will be offered in the future that will deal with guidance and counseling of adults.

42. I do appreciate the opportunity to attend this workshop. The supervisors as well as the teachers benefited.

43. Lets be more specific and not too general about the workshops we have. Cover one thing and do it properly.

44. This workshop has been the most interesting and helpful of any that I have attended.

45. I have enjoyed the workshop today. It will help me when I go back next week. I got several things from it. As a teacher, I feel like I can do a better job since attending these workshops.

46. I would like more information concerning those operating above the ABE level--from grades 8-12.

47. I hopefully wish in the near future that we may have a workshop on different types of materials that we could use in our program. We need more materials.

APPENDIX F

TABLE 6.--Summary of null hypotheses tested pertaining to the degree of value placed on the in-service training by adult basic education teachers and supervisors, including chi-square values, degrees of freedom, probability levels, and whether null hypotheses were rejected

Variable	Chi-Square Value	Degrees of Freedom	Probability Level	Failed to Reject (F) or Rejected (R)
Sex	2.0102	1	< .20	F
Age	2.8229	1	< .10	F
Experience in Adult Education	0.9245	2	< .70	F
Level of Education	0.1573	2	< .95	F
Position Held	0.9983	1	< .50	F

APPENDIX G

FACULTY FOR TRAINING SESSION

Mr. James H. Clarke
Adult Guidance Counselor
Hardin County

Dr. Donnie Dutton
Director of Adult Education
Memphis State University

Mr. Billy Glover
Supervisor of Adult Education
West Tennessee
State Department of Education

Mr. Charles Kerr
Coordinator of Adult Education
Tennessee State Department of Education

Dr. Homer Lawrence
Director of Continuing Education
Jackson State Community College

Mr. Dyer Matlock
Educational Representative
Grolier Education Corporation

Anita Ballard Spicer
Adult Guidance Counselor
Jackson City Schools

APPENDIX H

WEST TENNESSEE
ADULT BASIC EDUCATION
TEACHERS AND SUPERVISORS
ATTENDING IN-SERVICE
WORKSHOP DECEMBER 14, 1968

NAME and COUNTY

Rev. L. J. Anders
Carroll County

Mrs. Shirley P. Atkins
Fayette County

Roberta C. Bass
Fayette County

Jessie Bethel
Crockett County

Pauline G. Betts
Hardeman County

Miss Roberta Bishop
Hardeman County

Annie Bond
Jackson City
Madison County

John C. Bond
Haywood County

Mrs. Cleo B. Boyd
Jackson City
Madison County

Ethel Bridgeman
Milan City
Gibson County

Mrs. Mary Trice Brooks
Chester County

William O. Brooks
Kipton County

Alvin Brown
Fayette County

NAME and COUNTY

Bennie L. Buchanan
Hardeman County

Rayburn Cagle
Jackson City
Madison County

Frances Chance
Hardin County

Wayne Chester
Benton County

Eddie B. Clark
Weakley County

Joe W. Clark
Humboldt
Gibson County

James H. Clarke
Hardin County

Mrs. Brice A. Crill
Dyersburg, Tenn.
Dyer County

Daisy N. Dudley
Carroll County

Mrs. Willie Lou Estes
Haywood County

James H. Fenner
Lake County

Otis L. Floyd
Hardin County

Mrs. Sallie Ford
Fayette County

NAME and COUNTY

Frank Gallimore
Henry County

Mr. Dennis Hall
Fayette County

Benonie Harris
Hardeman County

Ruth Hartsfield
Milan City
Gibson County

T. R. Hartsfield
Milan City
Gibson County

Edward M. Hayes
Hardin County

Phoebe Helm
Jackson State

Mr. Walter G. Hill
Haywood County

Mrs. Clovis Howard
Hardin County

Mrs. Earlie Mai Howard
Carroll County

Harold W. Howard
Carroll County

Mrs. Lee Esther Howard
Haywood County

Mrs. Georgia B. Hudson
Henderson County

Inez B. Hurst
Hardin County

Bertha H. Hutson
Jackson City
Madison County

William T. Jacobs
Hardeman County

NAME and COUNTY

Mrs. Geraldyne Johnson
Jackson City
Madison County

Charlie F. Jones
Gibson County

Mrs. Syvilla A. Jones
Crockett County

William A. Jones
Hardeman County

Mrs. Eula Mae Kennedy
Henderson County

E. L. Lemonds
Weakley County

Larry Love
Hardin County

Mrs. Georgia Maclin
Lake County

Sibyl Masoud
Union City
Obion County

Mrs. Morie Matheney
Benton County

Mrs. Ola Mae Mathis
Crockett County

Ralph Mays
Humboldt City
Gibson County

Mabel McAdams
Henderson
Chester County

Mrs. Joe McCoy
Hardeman County

Eddie McDougal
Hardin County

NAME and COUNTY

Roland McElrath
Benton County

Mrs. Mattie Miliken
Jackson City
Madison County

Mrs. Sadie L. Minor
Haywood County

Cooper L. Moody
Henderson County

Given B. Moore
Weakley County

Mrs. Lois Moore
Hardin County

Olivia J. Moore
Union City
Obion County

Billie Sue Morgan
Lake County

Mattie L. Morrow
Fayette County

Gary K. Moss
Fayette County

Donald W. Newman
Jackson City
Madison County

Bernis Oakley
Hardin County

E. B. Orin
Fayette County

O. C. Outlaw
Haywood County

Cora Lee Owens
Carroll County

Mrs. Gracie C. Pearson
Crockett County

NAME and COUNTY

Mrs. Mary Nelle Pegram
Jackson City
Madison County

Geradine J. Perry
Hardin County

David G. Phillips
Hardin County

Mrs. James H. Rayford
Dyer County

Ruth Reams
Crockett County

Mrs. Arva Robinson
Jackson City
Madison County

Barton L. Robison
Henry County

Shirley A. Rowe
Henry County

B. A. Russell
Dyer County

Bettye Sadlak
Hardeman County

Thelma Seavers
Milan City
Gibson County

Mattie S. Shanklin
Henry County

Charlene B. Smith
Lake County

Mrs. Edward Smith
Haywood County

Golda Smith
Lake County

Kenneth C. Smith
Hardin County

NAME and COUNTY

Anita Ballard Spicer
Jackson City
Madison County

Mary Stewart
Hardin County

Maggie Townes
Carroll County

John M. Trice
Henderson
Chester County

Dolly Turner
Fayette County

William Vasser
Fayette County

NAME and COUNTY

Howard Walker
Fayette County

Miss Marie Watson
Fayette County

Anna R. Webb
Carroll County

Mrs. Pansy Westbrook
Chester County

Mrs. Daisy White
Lake County

H. H. Williams
Hardin County

Mrs. Virginia O. Young
Haywood County

APPENDIX I

TABLE 7.--Whether participants felt that their present adult basic education programs were accomplishing what they should and other characteristics of the participants

Characteristic	Yes		No		Not Sure		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex[a]								
Male	17	48.6	7	20.0	11	31.4	35	100.0
Female	16	27.6	21	36.2	21	36.2	58	100.0
Age[a]								
Less than 35	9	42.8	6	28.6	6	28.6	21	100.0
35 and over	24	33.3	22	30.6	26	36.1	72	100.0
Experience in Adult Education[a]								
12 months or less	10	30.3	9	27.3	14	42.4	33	100.0
13-24 months	6	31.6	5	26.3	8	42.1	19	100.0
25 or more months	17	41.5	14	34.1	10	24.4	41	100.0
Formal Education[a]								
Master's degree	10	40.0	8	32.0	7	28.0	25	100.0
Bachelor's degree	22	37.3	18	30.5	19	32.2	59	100.0
Less than Bachelor's degree	1	11.1	2	22.2	6	66.7	9	100.0
Position Held[a]								
Teacher	25	34.7	23	30.6	26	34.7	75	100.0
Supervisor	7	38.9	5	27.8	6	33.3	18	100.0

[a]Not significant at .05 level

APPENDIX J

EXPLANATIONS GIVEN BY PARTICIPANTS AS TO WHY THEY FELT THAT THEIR ABE PROGRAM WAS ACCOMPLISHING WHAT THEY FELT IT SHOULD

1. We have helped many adults to better their lives in addition to enabling them to contribute more to society. We are giving many an opportunity to now do what they wanted to do in the past but for various reasons, did not.

2. Yes, but keeping in mind these can be improved. We are working very well with what we have.

3. Yes, but I never get through because I do so much individual teaching.

4. Statistics show that eighty percent of the people who have participated have benefited to a high degree. Goals are being achieved.

5. People are responding to the program and are enjoying it. Some are getting better jobs.

6. Results are visible.

7. We have very good material to work with. The pupils seem to be improving themselves.

8. The students are improving in many of the avenues in which they said they wanted to improve.

9. I was able to motivate my adults enough that they really want to learn and try very hard.

10. I feel that our ABE program is helping our enrollees to become better educated and this is what I feel it should do.

11. I feel that my students are learning things that will make them better citizens and more useful in our community.

12. Yes, partially and to some extent with some people.

13. Many people have had offers for jobs who were unemployed.

14. We feel that we are meeting the needs and our objectives and making progress.

15. Improvements have been noted, such as bank accounts, insurance purchased, church going, reading level improved, keeping up with current events, etc.

16. The above yes is based on the fact that the program shows a great deal of progress yearly and has been planned carefully. However, we hope to continue to improve.

17. Because of the program in my city. About fifty percent of my students have obtained better paying jobs. Many have learned to read for the first time.

18. Because our students are passing the tests and improving their station in life.

19. The adult education program has enabled many people to earn a living by being placed on better jobs.

20. I based this on the number of adults we have helped and the interest across the entire county to enroll in the classes.

21. To some extent; however, there is the problems of attendance, lack of interest, and transportation.

22. I do wish more people realized how much the program could help them.

23. We have a good set of teachers and supervisor. The adult group seems to be very interested in their work. I enjoy working with these people. They are in the low-income bracket, and they tell me that they want to get jobs and be self supporting. They are very interested.

24. I have students who have learned to read and write their name for the first time at an age of 50. Others have improved.

25. Yes, because we have many at Jackson State to pass the G.E.D. test. Of course we are not satisfied until we reach more people.

26. Much good is being done in the direction of our goals; yet, it is not a perfect program, and we try to improve it constantly.

27. I feel that we are not reaching enough people. However, I feel that with more guidance we could have a better program.

28. In seeing the adults learn and their enjoyment of learning is a great accomplishment.

29. By the number of people enrolled in our program and the interest shown in wanting to continue in a high school program.

EXPLANATIONS GIVEN BY PARTICIPANTS AS TO WHY THEY WERE NOT SURE WHETHER THEIR ADULT EDUCATION PROGRAM WAS ACCOMPLISHING WHAT IT SHOULD

1. Many of my students are retired. Many work very hard during the day and are tired at night.

2. I do not think we are reaching as many people as we should.

3.We need more interest created with the educational department in our county. Money and equipment is our problem.

4. There is not enough time spent with adults per week.

5. Really, there is not enough time spent with them by meeting only twice per week.

6. My reason is that my attendance is poor.

7. Our enrollment is increasing. Our methods could be improved. Transportation is still a problem.

8. I think much was accomplished, but we must always keep striving to do better.

9. Not enough time for the wide range of level.

10. I have not become that familiar with the program during this short period of time.

11. I am not sure because really I don't know what I am suppose to achieve.

12. I have not begun to work with the program and do not know the full details.

13. I have not been in the process long enough to determine results.

14. Program has been running only two months in our community, and this is too little time to evaluate.

15. The methods I use in evaluating shows that I am accomplishing what I have set out to do, but I sometimes doubt it when I have attendance problems by some students.

16. We are not able to carry the students far enough to enable them to secure jobs that require a high school education.

17. There are so many adults in my community that I have not been able to reach.

18. Many of the goals of this group have not been reached. However, I can see some achievement of many of the students.

19. There is not enough material available to reach the needs of each student. There should be one teacher for each group of seven or eight students. Individualized instruction is needed very much.

20. The result of the program was, to some degree, quite successful. Many of the students were employed, others went into vocational training , some got better jobs. There were other things, and many problems which arose that some have been handled more effectively and brought better results for more of the students.

21. Attendance is irregular.

22. Need more and better planning and proper materials and equipment for adult level that is available.

23. I'm new in the program; so I am not in a position to say.

24. Lack of transportation is one of our main reasons.

25. Because of the problems we have of a meeting place. We have to reschedule our classes, because the school where we meet is having something.

26. Some of the materials have not been what were needed to meet the needs of the pupils. This is improving however.

27. In the present program, I have yet been able to evaluate the success of the program.

28. I have not been in the class long enough to know. Could use more money for materials we do not have.

29. Keeping the attendance stable. Being flexible in your operation of classes to provide for changing shifts in a highly industrial community. Providing for all levels of accomplishment.

30. I have been in the program too short a time to know for sure. The students seem interested, and we do have a good time. There is just not enough time to cover all we would like each session.

31. It is difficult to get teachers who are sincerely interested. Students get attached to one teacher and will not accept a new one. Students who work in various shifts can not attend regularly.

EXPLANATIONS GIVEN BY PARTICIPANTS AS TO
WHY THEY INDICATED THAT THEIR PROGRAM WAS
NOT ACCOMPLISHING WHAT THEY FELT IT SHOULD

1. Mr. Clark gave many reasons in his summary of Hardin County of what we have done. But, we are still not reaching the ones who need to be taught.

2. We are not moving fast enough with today's vast knowledge, but we are moving about as fast as possible considering the number of hours utilized in the classroom. More "individualized learning" is needed and more "adult-like" materials.

3. Not enough interest in the community. Not only too few pupils but people in the community will not help.

4. I do not think local interest and cooperation has been realized to its fullest capacity.

5. Over one-half of our county is in need of our program. We are reaching about one-fourth of this number. We are only reaching the surface of our need.

6. We are trying to get a new center organized. Only speaking of this center and not of our whole program.

7. The reason why I said no was most of them live a long way from the center.

8. I would like to get more people to enroll in ABE classes.

9. I feel we are not reaching enough of the people who are in need of this program; however, I feel our teachers are doing a <u>good</u> job with those people who do attend classes.

10. I do not think we are reaching enough people. We are not getting the cooperation we need from the local OEO office (in fact, they seem to be competing with us), nor from local industries and ministers, etc.

11. We lack proper recruitment. Not moving fast enough. Need to move faster than one year per term.

12. Because first I believe that our main office could be more interested. We have the students to work with, but the materials are not accomodating and filling the needs of our students.

13. Possibly because adult education programs are financed by O.E.O. and insufficient support from certain media.

14. Not reaching enough people.

15. Not enough materials. No organization.

16. Because we are not able to get enough to take part in the program in order to help themselves.

17. I think more teachers could be used in my community. I have twenty students and only one teacher. Another teacher is needed to divide the students.

18. Lack of materials and teachers.

19. There seems to be a transportation problem.

20. We are not reaching enough people. Transportation is one of our problems. Conflicts between this program and other programs such as Operation Mainstream where people are paid.

21. There are many people who need the training but feel ashamed to come to school. The ones who do come are being helped and appreciate the opportunity. I feel that there is always room for improvement.

22. Too many of my people work. For that reason, they do make good use of the opportunity.

23. Students are irregular in attendance, and <u>I believe</u> this is due to a lack of materials and equipment to stimulate the interest of these students. We must keep them motivated.

24. I feel that our program should be extended to include the high school program.

APPENDIX K

WRITTEN STATEMENTS FROM THE PARTICIPANTS AS TO WHY THEY DECIDED TO BECOME INVOLVED IN ADULT EDUCATION*

1. I saw the need of helping illiterates through my classroom children who came from these homes.

2. As a teacher by profession, it has been a great concern of mine to try to impart knowledge to others. I get a sense of accomplishment in helping others learn and improve themselves.

3. I was selected because of my love for the profession (I hope). I do love teaching both children and adults.

4. I enjoy teaching, and this has given me the opportunity to serve where I can do some good, for little pay.

5. Adult basic education affords me the opportunity of helping the disadvantaged adult who wants a better way of life. I also enjoy the part-time work as a housewife and would like to go into counseling, as I do have my counselor's certificate.

6. I enjoy helping my people to make progress educationally and to help them keep abreast with what is going on.

7. I am interested in being a part of helping people to get more out of living.

8. I simply like to work with people to help them achieve and feel that they are somebody.

9. For the experience it affords to work with people who are in need of such services.

10. I was asked to work with the program. I could not say no. I am still in the program because I feel it is a valuable program. I also feel that I am now helping my students.

11. I would like to help the people in my county.

12. I was assigned by the Henderson County Board of Education as the Adult Education Supervisor, and I find it very interesting.

13. We are trying to get this started in our County, and I would like to see us make a success of it.

14. I was interested in the welfare of the adults and felt I could be of great service.

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*These comments were typed from the questionnaires without making editorial corrections.

15. I am in adult education because I am interested in helping interested adults improve themselves.

16. I am very interested in helping people improve themselves. To help them is to help our society.

17. I am in adult education because of the interest manifested in the program in mobilizing society and to upgrade the individual's economic status.

18. I want to help the adult people of my county to be better providers for their families.

19. I like to work with people who are participating, because they want to, not because they must go. Also, additional income.

20. My reasons are more income; and at the same time, I can help others increase their income.

21. My primary reason for being in the adult education program is to help those who did not have the opportunity to help themselves in an earlier life.

22. Because I feel there is such a tremendous need, and I enjoy it very much.

23. I am in adult education to try to help the people in our town and community and to help everyone who is in need of educational help.

24. I feel that there is a need for adults to get an education in order to master the new jobs they are entering.

25. Because I feel that I can help others as I was helped; and in helping others, I also help myself.

26. To help adults find themselves, get jobs, etc. Also, so they can help their children. With better educated parents, a better environment for educating children is possible.

27. I am in adult education because I desire to help the under-educated to become better educated.

28. I have found adult basic education to be a very challenging and rewarding field in the sense that I can actually see people with tremendous handicaps being helped.

29. Basically, because of need for such a program in my community.

30. First of all, I would like to help the functional illiterate become functional in our society. It is interesting and rewarding.

31. To try to help people pull up their standard of living. I enjoy the work.

32. Because of the need of people in my community for this education and this helps to build up the community.

33. Because I am interested in helping people learn to read and obtain better standards of living.

34. I would like to help widen the scope and opportunity for adults who haven't had a chance to advance in their jobs.

35. One of the duties of a Supervisor of Instruction.

36. To help prevent drop-outs which is a long range program. To help more people improve their educational standards and get better jobs.

37. Because I feel that it is my duty to help my fellowman.

38. I would like to be in adult education because I feel that it is vital to these people and society to better their conditions. I want to and feel that I can help them do so.

39. I think that adult education is the only answer presently for some of the biggest problems we are facing today.

40. To help the people solve everyday problems as related to the situations with which they come in contact.

41. Primarily to help improve the standards of education in my community, state, and nation through whatever service I am capable of offering.

42. Because I am interested in the advancement of the educational level of adults.

43. Because I feel it is a worthwhile program built around the necessity of an education. I want to help in anyway possible to carry out the objectives of such a program.

44. To do what I can to see that real educational opportunities are offered to adults in our area.

45. The reason why I am working with the adult class is the adults asked me to please help them to be better educated.

46. I want to help people who are interested in improving their education.

47. I was the logical person in my county for the job.

48. I am in adult education because I see the need in my community, and at present, I am not teaching in regular school. I took advantage of this opportunity to help someone.

49. I am interested in under-priveleged people, and I also do it as an extra source of income.

50. Interested in helping people of my community. It is a pleasure to work with people of this age who want to learn.

51. I enjoy teaching people who want to learn. I like to help people where I can. I need the money to buy my children's shoes.

52. I was appointed by the Dyer County Board of Education to work with welfare and O.E.O.

53. I entered adult basic education because I was appointed by my superintendent at the beginning. I stayed because I have come to like it.

54. Because of my interest in helping the undereducated adult who do not have above an eighth grade education.

55. It provides the kind of experience in which I enjoy working.

56. To help adults and money.

57. To help eradicate illiteracy. To help others further their education. To acquire additional money.

58. The superintendent felt that I would be a good person to teach adults.

59. I am highly interested in this field, and it is most rewarding to me as a teacher to help a person raise his educational, social, and economic standards.

60. I love working with these people or I would not stay in it. They trust you and obey like a young child in school.

61. My education means nothing unless I am able to help someone who is less fortunate. My experience in ABE has helped me to develop attributes such as more patience and understanding in my regular work.

62. I first started in the program on request. After my first year, I was aware of the necessity of the work, and I feel that I am very much needed.

63. I became aware of the need and importance of adult education only after I came in contact with it as a teacher. I now view it as very challenging and most rewarding. I have seen the joy and happiness it has brought many people.

64. The status of education in my county greatly inspired me to apply and accept.

65. Money at first. Now, because I am truly interested in adult education.

66. I am in adult education because I want to help the people who need and want to improve their education.

67. Interest in the community to help elevate the people that need help.

68. Because of the vast need of those in our society without a basic education. Also, because of the professional opportunities for me.

69. I would like to work with some of the illiterates.

70. The interest and challenge it holds for me and the extra income.

71. I am in adult education because I enjoy working with people, and it offered a challenge. Certainly, I need the money.

72. I feel that it will be a challenge to work with these people and try to help them become better and more efficient citizens.

73. I am interested in helping people reach their objectives in life.

74. To help those that did not have a chance to get an education.

75. I am interested in the welfare of the parents of our students. I do think they can mean more to them. Also, money.

76. I have always had a desire to help people who did not have a chance to further their education.

77. It is rewarding personally because these people are so appreciative of the opportunity. I do enjoy helping people who have been less fortunate than I.

78. To supplement income. Feeling of achievement and being needed.

79. Because the people of this community need some special help in reading and writing.

80. To help adults meet their responsibility in life.

81. To be helpful to humanity and to supplement my salary.

82. Because I am interested in the people in my county.

83. I am interested in helping adults. Also, the added income will help me do some additional things for my family.

84. In my town we have so many people that need this training. For that reason, I work with these people--and for the money.

85. I am a counselor also, and I see young parents in need of jobs. This requires adult education.

86. I would like to help those that did not have the opportunity to attend school.

87. To help the portion of the community that need adequate training to secure better jobs and improve themselves.

88. Satisfaction of helping others improve themselves. Supplementary income.

89. Enjoyment and satisfaction of teaching adults. Money. Help me do a better job of teaching.

90. To try to help people learn some of the basic things that will help them take care of their basic needs.

91. I was asked by the supervisor and have always been interested in helping others. My husband did not read English, and I saw his need.

92. I was assigned by the superintendent to this position. I am interested in a person's self-improvement. It is a challenge to see what can be accomplished.

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